

## LEAD 701 FINAL EXAM

1. ***In what ways do management and leadership differ? Are they distinct and separate roles, or do they overlap? Be thorough and specific in your response.***

According to Yukl (2012), “most definitions of leadership reflect the assumptions that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities in a group or organization” (p. 2). However, leadership means different things to different people. Due to the large amount of variance in the definition of leadership, some scholars question whether leadership is even “useful as a scientific construct” (Yukl, 2012, p. 3).

One key difference between managers and leaders is that managers have people who work for them, while leaders have people who voluntarily follow them. It is no secret that not all managers are leaders. Many people falsely believe a “management” title automatically makes them a leader. Conversely, not all leaders are managers. Some of the most influential people in a group or organization do not have an official “title”.

In general, managers are perceived to be people who play it safe and are reactive. While leaders are perceived to be progressive and proactive. “The most extreme distinction assumes that management and leadership cannot occur in the same person” (Yukl, 2012, p. 6). However, the writer strongly disagrees with that assessment. “In an examination of high-performing organizations, it becomes clear that the concepts of leading and managing are interchangeable processes of change catalysts” (Azad et al., 2017). Management and leadership are distinct roles, however managers and leaders should be one and the same person. Organizations need people who can both inspire and control, who have vision and an eye for fine detail, and who can look at the short and long term health of the organization (Azad et al., 2017). Management and leadership should go hand in hand!

### References

Azad, N., Anderson, H. G., Jr, Brooks, A., Garza, O., O'Neil, C., Stutz, M. M., & Sobotka, J.

L. (2017). Leadership and Management Are One and the Same. *American journal of pharmaceutical education*, 81(6), 102. doi:10.5688/ajpe816102

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## **2. Thoroughly explain how a compelling vision is important with respect to implementing change.**

A compelling vision is a critical component of implementing change! According to Yukl (2013), the success of a major change will depend to a “great extent on how well leaders communicate the reasons why proposed change is necessary and beneficial” (p. 89).

In order to develop an attractive vision, it is necessary to have an excellent grasp of the organization, its culture, and the underlying needs and values of its people and stakeholders (Yukl, 2013). “A single leader is unlikely to have the knowledge needed to develop a vision that will appeal to all the stakeholders whose support is necessary to accomplish major organizational change” (p. 92). As such, successful visions generally are credible, evolve over time, and are developed by key stakeholders. (Yukl, 2013).

Visionary leaders inspire and energize people to work toward a future goal. “In the hectic and confusing process of implementing change, a clear vision helps to guide and coordinate the decisions and actions of many people in widely dispersed locations” (p. 89). Through a compelling vision, leaders provide strong direction for the path ahead and give continuity by delivering well-defined rationale about how the decisions of the present relate to the vision of the future. In short, a compelling vision clearly expresses why it is important for people to make sacrifices in the present in hopes of achieving a bigger, brighter, and better future!

### Reference

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

## **3. Explain the Vroom-Yetton normative model of leadership.**

Victor Vroom and Phillip Yetton created the Vroom-Yetton normative model of leadership. The model is a situational leadership theory of industrial and organizational psychology. Vroom and Yetton identified five decision procedures for decisions involving multiple subordinates, including “two varieties of autocratic decision (A-I and A-II), two varieties of consultation (C-I and C-II), and one variety of joint decision making by the leader and subordinates as a group (G-II)” (Yukl, 111).

According to Yukl (2013), the five decision procedures can be broken down as follows:

- **Autocratic I (A-I)** – The leader individually makes a decision using information available at the time. This is completely autocratic process.
- **Autocratic II (A-II)** – The leader gathers information from subordinates, then independently makes a decision. This subordinates’ involvement is strictly informational.

- **Consultative I (C-I)** – The leader shares the problem with relevant subordinates individually, seeks their input and suggestions on how to resolve the problem, then independently makes a decision. The subordinates’ involvement is individually providing alternatives.
- **Consultative II (C-II)** – The leader shares the problem with subordinates collectively, seeks their input and suggestions on how to resolve the problem, then independently makes a decision. The subordinates’ involvement is collectively providing the leader with information to make an informed decision.
- **Group II (G-II)** – The leader shares the problem with subordinates collectively, seeks their input and suggestions on how to resolve the problem, then accepts whatever decision the group agrees upon. The subordinates’ involvement is to collectively make a final decision.

The quality of a decision and the subordinates’ acceptance of a decision is directly affected by the decision procedure a leader chooses to employ (Yukl, 2013).

#### References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

#### 4. *Compare/contrast situational leadership theory with servant leadership theory.*

The situational leadership theory, developed by Paul Hersey and Ken Blanchard, specifies the appropriate type of leadership behavior for a subordinate in various situations (Yukl, 2013). According to the theory, “for a low-maturity subordinate the leader should use substantial task-oriented behavior such as defining roles, clarifying standards and procedures, directing the work, and monitoring progress” (Yukl, 2013, p. 166). The leader can decrease the amount of task-oriented behavior as the subordinate matures, then increase the amount of relationship-oriented behavior (Yukl, 2013).

The situational leadership theory is split up into four styles: tell, sell, participate, and delegate. Using the telling style, a leader instructs subordinates what to do. Using the selling style, leaders provide guidance while convincing subordinates to do their work. Using the participating style, leaders focus on relationship building. Using the delegating style, leaders trust subordinates to complete tasks on their own, however leaders still monitor their subordinates’ progress.

The servant leadership theory, developed by Robert Greenleaf, proposes that “service to followers is the primary responsibility of leaders and the essence of ethical leadership” (Yukl, 2013, p. 358). The theory explains why the key concern of leaders should be to nurture, develop, and protect followers (Yukl, 2013). Servant leaders tend to the needs of their followers and help

them become better people. Servant leaders gain the respect of their followers by being “completely honest and open, keeping actions consistent with values, and showing trust in followers” (Yukl, 2013, p. 349).

There are distinct differences between the situational and servant leadership theories. One key difference is situational leadership focuses on how to get the best short-term outcome out of a situation, whereas servant leadership focuses on achieving long-term outcomes. Another difference is practitioners of servant leadership work to create more leaders like themselves. That is not the case with situational leaders.

One key similarity between the two theories is they both strive to ultimately empower the subordinate to become self-sufficient.

#### References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

#### **5. Explain leader-member exchange theory.**

According to Yukl (2013), the leader-member exchange (LMX) theory “describes the role-making process between a leader and each individual subordinate and the exchange relationship that develops over time” (p. 222). According to the theory, most leaders develop a high-exchange relationship with a small subset of trusted subordinates, who end up serving in capacities as advisors or assistants (Yukl, 2013). As such, the leader and subset of subordinates form relationships which are characterized as mutually influential. Conversely, “a low-exchange relationship is characterized by less mutual influence” (Yukl, 2013, 222).

The LMX theory has some strengths. It is a robust theory which focuses on specific relationships between leaders and their subordinates. It also identifies the importance of clear communication at the leadership level. When communication is coupled with mutual respect and trust, relationships becomes more influential and effective.

The LMX theory also has some weaknesses. The most glaring weakness is that it can be perceived as unfair, because some subordinates receive more favorable attention in the workplace than others. Another weakness is the LMX theory does to explain how to create high-quality exchanges.

#### References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

## **6. What leadership roles and process are important for self-managing teams?**

According to Yukl (2013), “when describing leadership in self-managed teams, it is helpful to differentiate between internal and external leadership roles” (p. 260). Internal leadership roles deal with management responsibilities assigned to the team, but shared by each member of the group (Yukl, 2013). External leadership roles deal with management responsibilities not delegated to the team (Yukl, 2013).

There are multiple examples of internal leadership within self-managed teams. One example is when a self-managed team practices shared leadership by rotating the team leader position amongst its members. Another example of internal shared leadership is when members “meet to discuss important matters and make group decisions” (Yukl, 2013, p. 260).

External leaders of self-managed teams are generally mid-level managers. In order to excel, external leaders of self-managed teams must be good coaches, because self-managed teams require a significant amount of training and encouragement. According to Yukl (2013), leadership coaching includes helping members learn how to plan and organize the work, make group decisions, resolve conflicts, and cooperate effectively as a team (p. 261).

### References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

## **7. Discuss the importance and potential of cross-cultural leadership? Also identify potential pitfalls/risks in implementing cross-cultural leadership?**

Understanding cross-cultural leadership is important because increased globalization of organizations makes it essential to “learn about effective leadership in different cultures” (Yukl, 2013, p. 361). As an IT Staff Vice President in a global company, the writer leads teams of people in different sectors of the world. Leaders must be cognizant of how they are viewed from people of different cultures. Leaders must also be cognizant of how their actions are interpreted by people of different cultures.

It should be noted that different cultures view leadership in different ways. “National culture affects leadership style in two ways. It shapes the preferences of leaders; and it defines what is acceptable to subordinates” (Robbins, 2008, p. 102). As a result, leaders cannot choose their styles at will. Leaders are constrained by the cultural conditions in which they have been socialized, and that their subordinates have grown to expect.

Based on the writer's experience, it is essential for cross-cultural leaders to implement an effective communication strategy. An effective communication strategy starts with understanding that the receiver and sender of the communication are from different cultures and backgrounds.

There are potential pitfalls/risks in implementing cross-cultural leadership. A potential pitfall/risk is that many cross-cultural studies are too reliant on survey questionnaires (Yukl, 2013). Similarly, another potential pitfall/risk is that many cross-cultural leadership studies are limited by their failure to acknowledge survey bias. According to Yukl (2013), an inherent bias in most survey research on cross-culture leadership is the assumption that leadership is only a consequence of culture, when it is also a determinant of culture and an interpreter of culture (p. 370).

#### References

Robbin, S.P. (2008). *The truth about managing people*. Upper Saddle River, NJ: Pearson.

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

#### **8. What is the most effective training method for developing leadership skills?**

This question is too broad to fully answer. The writer believes one of the most effective training methods for developing leadership skills is to practice employing the envisioning leadership behavior. The envisioning leadership behavior can be broken down into three parts:

- Cast a clear vision or strategic direction that inspires team member commitment
- "Help the team understand and improve their assumptions and mental models regarding the relationships among task variables" (Yukl, 2013, p. 258).
- Inspire the team to consider innovative performance strategies and recommend unique ideas

Utilizing the envisioning leadership behavior, a leader can masterfully achieve the delicate balance of directing people and projects. When subordinates trust a leader, they are willing to become vulnerable to the leader's actions – confident that their rights and interests will not be abused (Robbins, 2008).

In order to fully practice the envisioning leadership behavior, leaders must be open, fair, consistent, confident, honest, and most importantly fulfill their promises! Leadership skills are developed through lectures, role playing, behavior modeling, case analysis, and simulations. The writer's experience has shown the best results come from simulations. Simulations do an excellent job of mimicking real life scenarios.

#### References

Robbin, S.P. (2008). *The truth about managing people*. Upper Saddle River, NJ: Pearson.

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**9. What can be done to increase ethical behavior and decrease unethical practices by leaders in an organization?**

“Most theories of ethical leadership emphasize the importance of leader influence on followers and the ethical climate of an organization” (Yukl, 2013, p. 346). Senior management plays a large role in determining whether subordinates embrace an ethical culture within an organization. Subordinates quickly lose trust and confidence in senior management if they do not exhibit ethical behavior or enforce rules in a fair manner.

Human Resource professionals can also assist in increasing ethical behavior. They should clearly define the expectations of employees, by developing written standards of ethical workplace conduct and providing training to the employees. Clear and concise communications about the corporate “do’s and don’ts” is imperative to creating an ethical environment within the workplace.

References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

**10. Explore the strengths and weakness of charismatic leadership and express your view on whether or not it is an appropriate style of leadership in a not-for-profit organization.**

Like all leadership styles, charismatic leadership has its strengths and weaknesses. Charismatic leaders are generally great motivators. Motivation is often achieved through the use of influential tactics. According to Yukl (2012), the three general types of “influence tactics” are impression management, political, and proactive. Impression management tactics are “intended to influence people to like the agent or have a favorable evaluation of the agent” (Yukl, 2012, p. 187). Political tactics are “used to influence organizational decisions or otherwise gain benefits for an individual or group” (Yukl, 2012, p. 187). Proactive tactics are used to influence someone to carry out an immediate request.

Barack Obama is an example of a charismatic leader who became the first black president. Obama can be described as a charismatic person who defied racial odds. His speeches and manifestos made many Americans trust him, regardless of his racial background. His

charismatic style of leadership embraced unity and civil liberties, and as a result stimulated people's passions and actions.

Charismatic leadership is an appropriate style of leadership for not-for-profit organizations. The only pitfall of a charismatic leader in a not-for-profit is if the leader dies or has a moral failure. When either of these two situations take place, many followers permanently leave the not-for-profit organization, because their faith is tied to the leader and not the organization.

#### References

Yukl, G.A. (2013). *Leadership in organizations* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.